

6 month progress report 10/04/03  
 12 month progress report 04/24/04  
 Closed 06/14/04

Approved by SEP

### Sanborn Central Improvement Plan/Progress Report

Principle: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)  A written referral is not consistently completed upon receipt of a verbal referral from a parent or district personnel.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Artesian-Letcher School District will ensure completion of a written referral for each referral received.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)  Each student's file will contain a completed written referral.				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record Date Objective is met	12 month progress Record Date Objective is met
The district will review and adopt a consistent referral form that will be used for all district referrals  Data Statement: The new referral form will be on file in the district.	May 2003	Sped. Director	met	
Please explain the data (6 month) A standard referral form is being used and is on file with the teachers, and school administrators.				
Please explain the data (12 month) A standard referral form is being used and is on file with the teachers and school administrators.				

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<p>At fall in-service, all staff will be inserviced by the special education teacher on the procedure for referring students using the written referral form.</p> <p>Data Statement: The sign-in sheet will be summarized for a count of attendance. The summary will be sent to the Office of Special Education.</p>	August 2003	Sped. Director	ongoing	Met June 04
<p>Please explain the data (6 month)</p> <p>The k-1 and high school staff were provided and in-service on September 23, 2003 (see attached sheet)</p> <p>The 2-8 elementary/middle school staff will provide an in-service on Oct. 23<sup>rd</sup> 2003 sign in sheet will be sent after the in-service.</p>				
<p>Please explain the data (12 month)</p> <p>Inservices were provided and teachers signed to verify attendance. (See attached excel document-<u>inservice for ref</u>)</p> <p>New teachers to the district will be informed of referral process during preservice to the district in the fall of each school year.</p>				
<p>The Special Education team will review all new files of students referred to special education, to assure each file contains a completed written referral.</p> <p>Data Statement: A summary will be completed on the review of files and sent to the Office of Special Education.</p>	December 2003	Sped. Director	ongoing	Met June 04
<p>Please explain the data (6 month)</p> <p>Two new referrals were made since the review NA and BJ and copies of the referrals were included in the student file.</p>				
<p>Please explain the data (12 month)</p> <p>All files for students referred to special education including academic and speech/language therapy, were reviewed and all the files contained documentation of a written referral. File review information is included on the Excel document-<u>Art-Let Tracking</u>.</p>				

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### Sanborn Central Improvement Plan/Progress Report

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)  Transition assessments for secondary students were not included as part of the initial evaluation or reevaluation process for students age 14 and older.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Artesian-Letcher School District will ensure that comprehensive evaluations including transition assessment are completed.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)  Students will complete transition assessments after age 13.				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record Date Objective is met	12 month progress Record Date Objective is met
The Special Education team will review assessments available to determine which assessments will be included in a student's transition assessment.	April 2003	Sped. Director	ongoing	Met June 04
Please explain the data (6 month) The special education team reviewed the assessments available for transition for all students and found they had adequate assessment. The assessments available are the Brigance. Tackle Box, Enderle Severson.				
Please explain the data (12 month) Transition assessments, interviews, and surveys were completed on all students age 13 and above. Transition information was included in their current IEP. File review information is included on the Excel document- <u>Art-Let Tracking</u> .				

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Parental consent of transition assessments will be gained prior to the transition assessment.	May 2003	Sped. Director	ongoing	Met June 04
Please explain the data (6 month) At this time no referrals have been made or 3 year reviews for transition assessment.				
Please explain the data (12 month) Consent was gained through the prior notice (page 3) for students completing transition assessments as part of their initial evaluation or reevaluation. File review information is included on the Excel document- <u>Art-Let Tracking</u> .				
The Special Education team will administer the stated transition assessments to a student 14 years of age or above.	May 2003	Sped. Director	ongoing	Met June 04
Please explain the data (6 month) At this time no referrals have been made or 3 year reviews for transition assessment.				
Please explain the data (12 month) Transition assessments were completed as part of the evaluation for students 13 and above as part of their initial evaluation or reevaluation. File review information is included on the Excel document- <u>Art-Let Tracking</u> .				
<p>The Special Education team will review each student's file to ensure students age 14 and above have completed transition assessments.</p> <p>Data Statement: The information from the tracking form regarding student's files will be summarized for objectives 1-4, and a copy will be submitted to the Office of Special Education.</p>	May 2004	Sped. Director	ongoing	Met June 04
Please explain the data (6 month) Transition assessments are in the process for three high school students.				

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Please explain the data (12 month)

Transition assessments have been completed on students 13 and above as part of their initial evaluation or reevaluation. The information is included in their IEP where applicable. Students at the high school level have also completed a careers class and the individual student files containing surveys, career modules and inventories from that class have also been included in their file. 2 of the 3 students that were referred to in the 6 month review information did not qualify for special education services. Information obtained from file reviews is included on the Excel document-Art-Let Tracking.

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### Sanborn Central Improvement Plan/Progress Report

Principle: Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Functional assessment information is available through a variety of sources in the district. However, there is not an established process across all grade levels and disciplines for collecting, analyzing, summarizing or integrating the information into the 25-day evaluation process for all eligible students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Artesian-Letcher School District will ensure that comprehensive evaluation including functional assessment will be completed.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All students evaluated in special education will have a functional assessment completed during the evaluation process.</p>				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record Date Objective is met	12 month progress Record Date Objective is met
The Special Education team will review assessments available in the district to determine which assessments will be included in a student's evaluation.	April 2003	Sped. Director	met	
<p>Please explain the data (6 month)</p> <p>The staff reviewed functional assessments that will be included in students' evaluation Woodcock-Johnson, Accelerated Reading, Work Sampler, Parents reports.</p>				

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Please explain the data (12 month)

All student files contain functional assessments that include a diagnostic summary of a student's abilities. Functional assessment information may include the Woodcock-Johnson analysis of skills in each subtest academic areas; Accelerated Reading performance; work samples of assignments, tests and quizzes; word lists; parental reports; teacher observations; running records; and/or speech/language sample. The information has been summarized and included in assessment reports. A review of files of students on IEPs was concluded and information is on the attached Excel document-Art-Let Tracking.

A functional assessment will be administered to each student during the evaluation process.

April 2003

Sped. Director

ongoing

Met  
June 04

Please explain the data (6 month)

Any new or re-evaluation includes functional assessments.

Please explain the data (12 month)

10 out of 10 files checked showed functional assessments were completed on students evaluated for initial or reevaluations for academic services. 11 out of 11 files checked showed functional assessments were completed on student evaluated for initial or reevaluations for speech/language services.

The Special Education team will review all special education files to assure a functional assessment has been completed during the evaluation process.

April 2004

Sped. Director

ongoing

Met  
June 04

Data Statement: A summary of information including objectives 1-3 will be completed, and submitted to the Office of Special Education.

Please explain the data (6 month)

Staff created a tracking form and submitted to SEP and at 12 month will check for functional assessment. Data is being kept on students during the evaluation process

Please explain the data (12 month)

Student files were reviewed during the last month of students who were evaluated for special education and/or speech/language services and functional assessments were included in assessment reports for those students. File review information is included on the Excel document-Art-Let Tracking.

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### Sanborn Central Improvement Plan/Progress Report

Principle: Procedural Safeguards				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
There was no indication the student or their parents were informed of the transfer of rights one year prior to the student turning age 18.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Artesian-Letcher School District will ensure that one year prior to turning 18, the IEP must include a statement detailing that special education rights will transfer from the parent to the adult student when that student turns 18 years of age.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
The special evaluation team will inform all students' teams of the transfer of rights one year prior to the students 18 <sup>th</sup> birthday, and document this on the student's IEP.				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record Date Objective is met	12 month progress Record Date Objective is met
The Counselor and Special Education team will formulate a handout containing rights and responsibilities of turning 18.  Data Statement: The rights and responsibilities handout will be on file in the district.	May 2003	Sped. Director	ongoing	Met June 04
Please explain the data (6 month) Out of 100% of student files reviewed 100% of the files showed student being informed of their transfer of rights, however some files checked showed that the student was not informed 1 year in advance.				

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Please explain the data (12 month) File reviews were completed of all high school students. There were 4 student files that needed to address rights and responsibilities of turning 18. Of those files 3 students have the information included in their IEP and 1 student will turn 18 on 9/29/05 and it will be reviewed at his IEP this week so it is included on the IEP 1 year prior to the student turning 18.				
The Special Education Teacher will meet with all students prior to the student's IEP meeting to discuss the rights and responsibilities handout.	May 2003	Sped. Director	ongoing	Met June 04
Please explain the data (6 month) Staff is currently working on the handout and will have completed by the end of first semester Dec 19,2003				
Please explain the data (12 month) A handout and a Transfer of Rights form have been adopted by the district and are currently being used to address Student Rights and Responsibilities of Turning 18 with both students and parents. Guardianship information has also been given to a high needs 14 year old in the district.				
The transfer of rights section of the IEP will be completed at the IEP of a student turning 18 within one year.	May 2003	Sped. Director	ongoing	Met June 04
Please explain the data (6 month) 100% of student files were reviewed and show transfer of rights is addressed.				
Please explain the data (12 month) All students reviewed show Transfer of Rights has been included on student IEPs. 1 student will turn 18 on 9/29/05 and transfer of rights will be reviewed at his IEP this week so it is included on the IEP 1 year prior to the student turning 18.				

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<p>All students' Special Education files will be reviewed to assure the transfer of rights section was completed when appropriate.</p> <p>Data Statement: Through use of the tracking form, a summary will be written regarding objectives 2-4 and will be submitted to the Office of Special Education.</p>	<p>May 2004</p>	<p>Sped. Director</p>	<p>met</p>	
<p>Please explain the data (6 month)          A data sheet is currently in place for tracking.</p>				
<p>Please explain the data (12 month)          A data sheet is currently in place for tracking. File review information is included on the Excel document <u>Art-Let Tracking</u>.</p>				

### Sanborn Central Improvement Plan/Progress Report

<p>Principle: Procedural Safeguards</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)          Graduation requirements were not addressed one year prior to the graduation date.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Artesian-Letcher School District will ensure that student graduation requirements are addressed one year prior to graduation, and the instructional program that will satisfy the district's graduation requirements is specified within the student's IEP.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The Special Education team will review and include graduation requirements within the students' IEP.</p>

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Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record Date Objective is met	12 month progress Record Date Objective is met
The Counselor and Special Education team will review the student's transcript during his/her junior year and compare it to district graduation requirements.	May 2003	Sped. Director	met	
Please explain the data (6 month) A data sheet is in place for two seniors and was completed during their junior year.				
Please explain the data (12 month) Information regarding graduation requirements is included within the IEP of the senior who anticipated graduation this spring. As students approach graduation it has been included on the IEP. Graduation requirements have also been tracked on the attached Excel document, <u>Art-Let Tracking</u> .				
Class requirements for seniors will be determined by the district graduation requirements and included in the students' instructional program as documented with the students IEP.	August 2003	Sped. Director	met	
Please explain the data (6 month) A data sheet is currently in place.				
Please explain the data (12 month) Class requirements for graduation requirements have been included in student IEPs and are also tracked on the Excel document, <u>Art-Let Tracking</u> .				

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<p>The Special Education team will review all files of students in grades 9-12 to assure that students' educational programs are in accordance with the district's graduation requirements.</p> <p>Data Statement: Objectives 1-3 will be summarized from data collected on the tracking form, and data will be submitted to Special Education Programs.</p>	<p>December 2003</p>	<p>Sped. Director</p>	<p>ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>Data sheet, course of study is reviewed by secondary education teacher and principal annually to assure that students' educational program is in line with district graduation requirements.</p>				
<p>Please explain the data (12 month)</p> <p>Students course of study have been reviewed by the secondary education teacher and administration annually to assure that students approaching graduation will meet the state and district graduation requirements prior to the students senior year. A conference will be held with the student, staff and parents to assure that the students' educational program is in line with district graduation requirements.</p>				